

About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

School Results

School: Lewiston Middle School

District: Lewiston School Department

Code: 1088-1285



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Grade Level Summary Report

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				363	32	9	193	53	96	26	42	12	844	370	9	53	26	12	843	13,745	19	57	17	6	848
MATH				362	31	9	141	39	74	20	116	32	837	369	8	39	20	33	837	13,743	16	45	19	20	842
WRITING				362	27	7	161	44	118	33	56	15	839	368	7	44	32	16	838	13,696	12	46	31	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

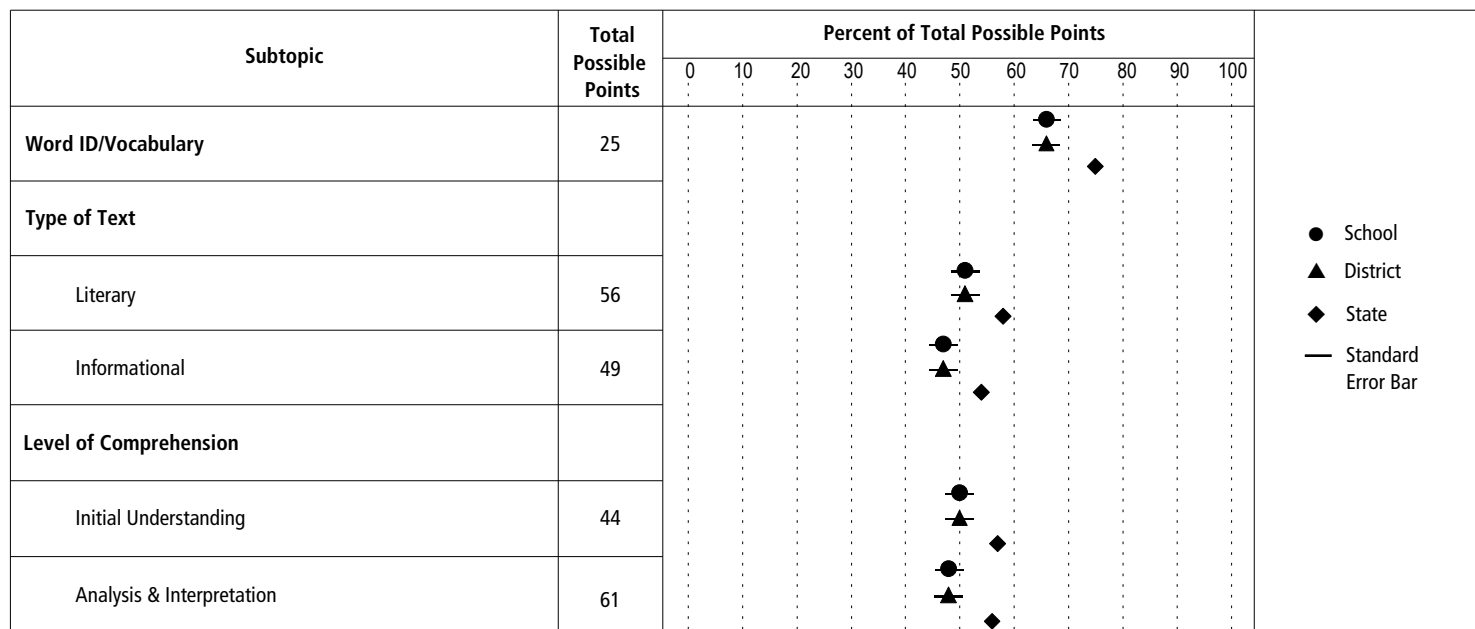
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				296	55	19	145	49	72	24	24	8	846
2011-12				294	31	11	150	51	69	23	44	15	843
2012-13				363	32	9	193	53	96	26	42	12	844
Cumulative Total				953	118	12	488	51	237	25	110	12	844
District													
2010-11				303	55	18	147	49	75	25	26	9	846
2011-12				300	31	10	152	51	71	24	46	15	843
2012-13				370	32	9	197	53	97	26	44	12	843
Cumulative Total				973	118	12	496	51	243	25	116	12	844
State													
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13				13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total				41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				363	32	9	193	53	96	26	42	12	844	370	9	53	26	12	843	13,745	19	57	17	6	848
Gender																									
Male				190	10	5	100	53	58	31	22	12	842	196	5	53	30	12	842	7,099	14	58	20	8	846
Female				173	22	13	93	54	38	22	20	12	845	174	13	54	22	11	845	6,646	25	57	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				7										7						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native				4										4						115	3	64	24	8	843
Asian				4										4						195	32	49	14	5	852
Black or African American				96	3	3	36	38	30	31	27	28	837	96	3	38	31	28	837	384	8	45	26	21	840
Native Hawaiian or Pacific Islander				0										0						7					
White				247	26	11	145	59	62	25	14	6	846	254	10	59	25	6	846	12,632	20	58	17	6	849
Two or more races				5										5						208	16	60	18	6	848
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				78	0	0	28	36	24	31	26	33	834	78	0	36	31	33	834	353	4	43	32	21	838
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										2						44	34	64	2	0	856
All Other Students				283	31	11	164	58	72	25	16	6	846	290	11	58	25	6	846	13,339	20	58	17	6	849
IEP																									
Students with an IEP				49	0	0	8	16	27	55	14	29	832	56	0	21	50	29	832	2,147	2	31	42	26	835
All Other Students				314	32	10	185	59	69	22	28	9	845	314	10	59	22	9	845	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students				255	14	5	123	48	76	30	42	16	841	260	5	48	30	17	841	6,590	10	57	24	10	844
All Other Students				108	18	17	70	65	20	19	0	0	850	110	16	65	18	1	850	7,155	28	58	11	3	852
Migrant																									
Migrant Students				0										0						4					
All Other Students				363	32	9	193	53	96	26	42	12	844	370	9	53	26	12	843	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services				61	1	2	24	39	31	51	5	8	839	61	2	39	51	8	839	1,781	11	54	27	8	845
All Other Students				302	31	10	169	56	65	22	37	12	845	309	10	56	21	13	844	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan				18	1	6	9	50	6	33	2	11	843	18	6	50	33	11	843	515	13	61	21	5	847
All Other Students				345	31	9	184	53	90	26	40	12	844	352	9	53	26	12	843	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Mathematics Results

School: Lewiston Middle School
District: Lewiston School Department
State: Maine
Code: 1088-1285

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

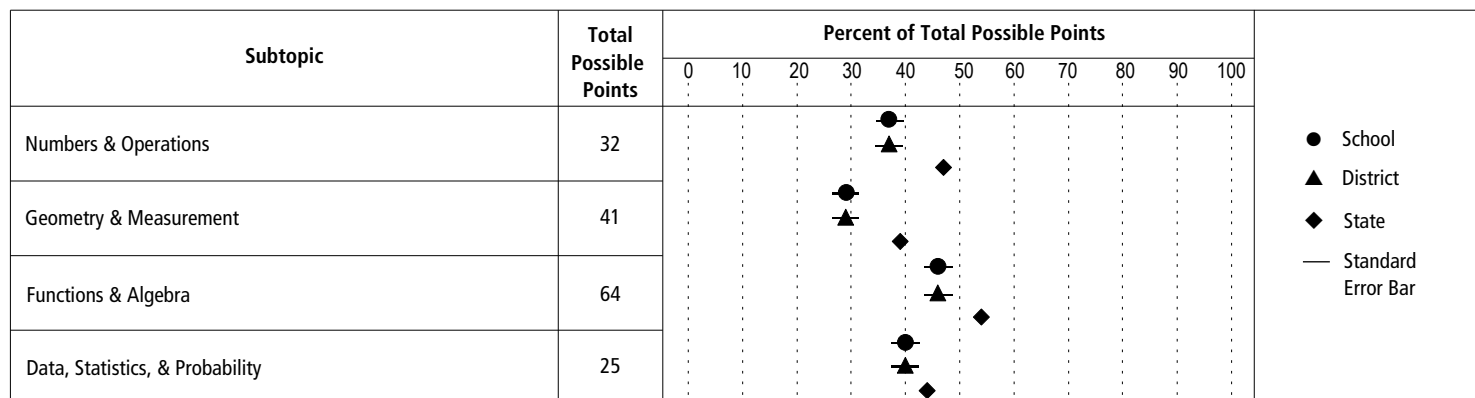
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				298	30	10	112	38	68	23	88	30	839
2011-12				294	21	7	97	33	66	22	110	37	836
2012-13				362	31	9	141	39	74	20	116	32	837
Cumulative Total				954	82	9	350	37	208	22	314	33	837
District													
2010-11				305	30	10	113	37	69	23	93	30	838
2011-12				300	21	7	98	33	66	22	115	38	836
2012-13				369	31	8	143	39	74	20	121	33	837
Cumulative Total				974	82	8	354	36	209	21	329	34	837
State													
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13				13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total				41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Mathematics Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				362	31	9	141	39	74	20	116	32	837	369	8	39	20	33	837	13,743	16	45	19	20	842
Gender																									
Male				190	16	8	72	38	36	19	66	35	838	196	8	38	18	36	838	7,095	16	44	20	21	842
Female				172	15	9	69	40	38	22	50	29	837	173	9	40	22	29	837	6,648	16	46	19	19	842
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				7										7						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				4										4						114	5	42	27	25	838
Asian				4										4						195	28	43	15	15	845
Black or African American				96	5	5	16	17	16	17	59	61	828	96	5	17	17	61	828	389	4	28	20	48	833
Native Hawaiian or Pacific Islander				0										0						7					
White				247	24	10	113	46	54	22	56	23	840	254	9	45	21	24	840	12,626	16	46	19	19	842
Two or more races				4										4						206	13	49	19	20	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				78	0	0	8	10	12	15	58	74	825	78	0	10	15	74	825	360	3	25	21	51	832
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										2						44	16	70	11	2	846
All Other Students				282	31	11	132	47	61	22	58	21	841	289	11	46	21	22	841	13,330	16	46	19	19	842
IEP																									
Students with an IEP				49	0	0	11	22	5	10	33	67	829	56	0	23	9	68	829	2,146	2	16	20	62	830
All Other Students				313	31	10	130	42	69	22	83	27	839	313	10	42	22	27	839	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students				254	15	6	93	37	48	19	98	39	835	259	6	36	19	39	835	6,592	7	39	24	29	838
All Other Students				108	16	15	48	44	26	24	18	17	843	110	15	45	24	17	843	7,151	24	51	15	11	845
Migrant																									
Migrant Students				0										0						4					
All Other Students				362	31	9	141	39	74	20	116	32	837	369	8	39	20	33	837	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services				60	0	0	12	20	23	38	25	42	834	60	0	20	38	42	834	1,784	8	33	30	30	838
All Other Students				302	31	10	129	43	51	17	91	30	838	309	10	42	17	31	838	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan				18	1	6	6	33	4	22	7	39	837	18	6	33	22	39	837	513	12	42	25	21	841
All Other Students				344	30	9	135	39	70	20	109	32	837	351	9	39	20	32	837	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Writing Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

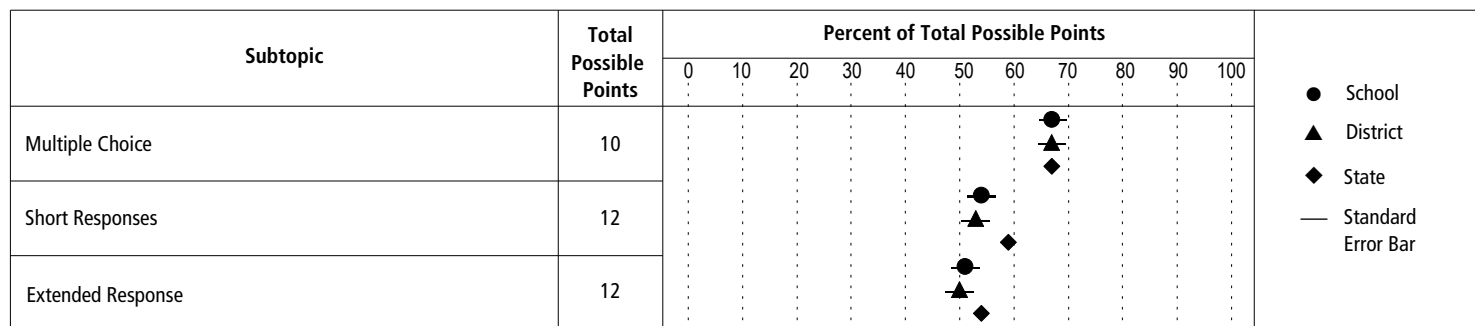
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				296	29	10	138	47	92	31	37	13	840
2011-12				293	8	3	102	35	122	42	61	21	835
2012-13				362	27	7	161	44	118	33	56	15	839
Cumulative Total				951	64	7	401	42	332	35	154	16	838
District													
2010-11				301	29	10	138	46	93	31	41	14	840
2011-12				299	8	3	102	34	125	42	64	21	835
2012-13				368	27	7	162	44	119	32	60	16	838
Cumulative Total				968	64	7	402	42	337	35	165	17	838
State													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13				13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total				41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Writing Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				362	27	7	161	44	118	33	56	15	839	368	7	44	32	16	838	13,696	12	46	31	12	841
Gender																									
Male				190	3	2	78	41	73	38	36	19	836	196	2	40	38	20	836	7,068	6	38	38	18	837
Female				172	24	14	83	48	45	26	20	12	842	172	14	48	26	12	842	6,628	18	54	23	5	844
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				7										7						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native				4										4						114	5	30	44	21	836
Asian				4										4						195	16	56	22	6	845
Black or African American				96	4	4	32	33	39	41	21	22	835	96	4	33	41	22	835	382	5	37	38	20	836
Native Hawaiian or Pacific Islander				0										0						7					
White				247	22	9	116	47	75	30	34	14	840	253	9	46	30	15	839	12,590	12	46	31	12	841
Two or more races				4										4						204	9	48	28	15	840
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				78	3	4	22	28	34	44	19	24	833	78	4	28	44	24	833	352	3	36	39	22	836
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										2						44	14	64	20	2	845
All Other Students				282	24	9	138	49	83	29	37	13	840	288	8	48	29	14	840	13,291	12	46	30	12	841
IEP																									
Students with an IEP				49	0	0	4	8	13	27	32	65	826	55	0	9	25	65	825	2,131	1	14	42	43	829
All Other Students				313	27	9	157	50	105	34	24	8	841	313	9	50	34	8	841	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students				254	14	6	100	39	91	36	49	19	837	258	5	39	36	20	836	6,554	5	39	38	18	837
All Other Students				108	13	12	61	56	27	25	7	6	843	110	12	56	25	7	843	7,142	18	51	24	7	844
Migrant																									
Migrant Students				0										0						4					
All Other Students				362	27	7	161	44	118	33	56	15	839	368	7	44	32	16	838	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services				60	0	0	29	48	24	40	7	12	837	60	0	48	40	12	837	1,773	7	37	40	16	838
All Other Students				302	27	9	132	44	94	31	49	16	839	308	9	43	31	17	839	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan				18	0	0	7	39	5	28	6	33	834	18	0	39	28	33	834	511	5	39	40	17	838
All Other Students				344	27	8	154	45	113	33	50	15	839	350	8	44	33	15	839	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.